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UNIVERSITY OF ILLINOIS

NOVEMBER, 1908 PRESIDENT'S OFFICE. NUMBER 67

# THE UNIVERSITY OF NORTH CAROLINA

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# RECORD

Univ 1908

## ILLUSTRATIONS
AND
## GENERAL INFORMATION

Published by the University
CHAPEL HILL, N. C.

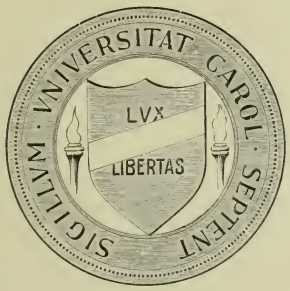
NOVEMBER, 1908 NUMBER 67

# THE UNIVERSITY OF NORTH CAROLINA

# *RECORD*

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE




## ILLUSTRATIONS

AND

## GENERAL INFORMATION

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ALUMNI BUILDING

# The University of North Carolina

"The thing that has been of most benefit to me all my life is the fact that I was a student at the University of North Carolina."—SENATOR VANCE.

## THE UNIVERSITY STANDS FOR PUBLIC SERVICE, FOR A SELF-GOVERNING DEMOCRACY, AND FOR PRODUCTIVE SCHOLARSHIP.

### PART I.

### THE UNIVERSITY AND ITS MISSION.

**Head of State's Educational System**

The University of North Carolina is the keystone of the educational system of the State. It is the natural and legitimate bourne of the young men of North Carolina; for in the deepest sense it is the State's great fitting-school of manhood for life. Here all sects, creeds, and parties, all shades of thought and opinion find room for expansion and self-expression. Based upon profound recognition of the value of the common man as the truest asset of a democracy, the University seeks to give to every man according to his needs, not less than to require of him according to his capacity.

In this vital present, when the standard of the South is steadily turning away from "academic" culture toward practical and efficient achievement, when the accent is persistently shifting from unrealizable rights to unquestioned duties, the University seeks to develop a new type of scholar: a combination of the man of thought and the man of action. That the life of the University is a secluded one, among green forests and beneath blue skies, in no way impairs its power to fit young men for the life of action; for the University itself is an organized and self-governing democracy, furnishing that very training in the application of mental powers to practical problems of social, industrial, and political life furnished later, on

MARY ANN_SMITH DORMITORY

a larger scale, in the life of State and Nation. And this very virgin selection serves as a most favorable influence for the inculcation of habits of contemplation and self-examination, the training of the individual mind, and the indoctrination of those principles of self-control, simple manliness, and devotion to duty which mark the ideal University man. Like Princeton, her model for the early years, the University of North Carolina "takes boys out of the world, dominates them for four years, and returns them to the world grown men, formed as well as nourished by their Alma Mater."

**The Value of University Training**

Figures recently compiled by eminent educators are overwhelmingly convincing testimony to the advantages of college education. It has been shown that at least one in every forty college graduates has risen to distinction, as against only one in every ten thousand who have not enjoyed this benefit. College education added to high school training gives the young man about ten times the chance of a high school boy, and two hundred times the chance of the boy whose training stopped with the common school. One per cent. of American men have enjoyed the higher advantages of a liberal education, and these hold forty per cent. of all positions of trust and distinction.

**Service to the State**

"The function of this University," says President Venable, "is to train the sons of the State so that they may be capable of the highest possible service to God and country. Its duty then lies clear before it without any possibility of mistaking: work great enough and absorbing enough to take up every energy." The University of North Carolina has amply justified its existence solely on the ground of its service as an instrument of the State in fitting young men for the duties of public office and the responsibilities of a free citizenship. The University is the State's great power-plant for the production of individuals, trained in the fundamentals of citizenship and government to

SOUTH BUILDING

cope with the living problems of a democratic State and Nation. The practical value of the University's training is clearly shown in the lives of her sons, who have been leaders in every great movement in the State and the entire South—political, social, and industrial; in the pulpit, at the bar, in business, or in the councils of State and Nation.

Among the distinguished Alumni, not including any who are yet living, mention may be made of James K. Polk, William R. King, William A. Graham, John Y. Mason, Thos. H. Benton, William M. Green, Willie P. Mangum, Jacob Thompson, John Branch, Z. B. Vance, D. L. Swain, Archibald D. Murphey, Francis P. Blair, William H. Bingham, William Hooper, William H. Battle, Leonidas Polk, John M. Morehead, Thomas Ruffin, J. Johnston Pettigrew, Thomas S. Ashe, Thomas C. Manning, Frederick D. Lente, Alfred M. Scales, Thomas Settle, Archibald M. De Bow, Matt W. Ransom, Thomas M. Holt, Charles D. McIver.

The list of eminent Alumni includes one President of the United States, one Vice-President, ten Cabinet Officers, ten Ministers to Foreign Countries, eighteen United States and five Confederate States Senators, ninety-two Representatives in Congress, twenty-nine Governors of States, thirty-five Justices of the Supreme Court, nine hundred and fifty members of the Legislatures of various states, eighteen Generals, six Bishops, twenty-six College Presidents, one hundred and ninety Professors in Colleges and Universities.

**Service to the Individual**

"What of the students of the greater University of the future?" asks the President of the institution. "I look forward to their being a strong, self-respecting, self-governing body of men, too clean and true to stoop to petty and unworthy things, and holding as their most priceless heritage, to be safeguarded from all harm, the honor and welfare of their Alma Mater—men who, having learned here life's meaning, shall go forth to

CHEMISTRY HALL

service as did that glorious band of elder brothers who hearing duty's call answered even at the cost of life itself." Each Commencement renews the vision of what a former President of the University aptly termed a "quadrennial miracle." Four years before, a crude, untutored youth, fired with ambition to better his station and to taste of the fruits of the spirit, had entered the University, perhaps walking the entire distance from some distant mountain county or eastern farm. In the University life, he found sympathy for his aspiration, help for his need, training for his untutored mind, directive mental and moral stimulus for his slowly-unfolding faculties. The door of opportunity is thrown wide open before him; and whether he becomes a leader in the Y. M. C. A., athlete, orator, debater, musician, poet, chemist, mathematician, what not, is conditioned simply by the bent of his talent and the diligence of his application. And at the end of this quadrennial period, the completed miracle is wrought, and there stands ready to step forth into the world a man of power, trained to do some fair part in the world's work. Having subjected a man to its best influences and most cherished traditions, the University sets upon him the stamp of approval and sends him out into life to do justice to himself, to bring credit upon his Alma Mater, and to be of the utmost service to the world.

**The University Man**

This University man is marked off, above all things, by his practical appreciation of the opportunities and the advantages of education. Realizing to the full the fair rivalry and cooperative spirit of his fellows, and the sympathetic attitude of his teachers, he seeks energetically to secure the advantages of an educational system fundamentally based upon the principle of equality of opportunity. Under the stress of the new commercialism, he has not lost that passion for the imaginative, that impulse toward the emotionally enthusiastic which stamped an earlier South in high ideals and lofty achievement. Fired by the developing commercial activities of a section still undeveloped, still young in spirit, he is acquiring

BYNUM GYMNASIUM

a genuine sense of the utility and value of science and scholarship, the faculty for intensive diligence and patient observation. Whilst never scorning delights, he has learned to live the laborious days of thought and study—learned to reason accurately, to think with his brains rather than with his emotions, and to test all facts by the touchstone of truth. Nourished in the fancied home of the cavalier, which has been truly called "the home of the nearest approach to Puritanism and to the most protestant evangelicism in the world today," he preserves with firm tenacity the moral faiths and loyalties of a healthy conservatism, and still gives paramount allegiance to the ideals of personal integrity, dignity of character, and moral worth. His love for the traditions of his section's past does not obscure his faith in the greatness of the Nation's future. In fine, his spirit is non-sectional, catholic, aspiring—a a long step toward the ideal state of mind in a nation just now coming to full national self-consciousness.

**The University's Service to Letters, Science, and Education**

Not less signal than her services to the individual and to the State, has been the service of the University Faculty and Alumni to Letters, Science, and Education. The general aim of the University is to perfect the individual and to develop the whole man. Breadth and universality of culture is the standard; there is no place in the University's economy for the peptonoids of literature, the sensations of pseudo-science, or any of those sugar plums of education which, as President Hadley says, "do not furnish a strengthening of the intellectual diet." The increasing utilization of the elective system and the obvious necessity in the present South of trained specialists in science, however, have led to generous specialization notably along scientific lines. In the last decade, the University has sent scores of trained specialists into government service, commercial laboratories, and great manufacturing plants.

The University of North Carolina is easily the leader among Southern institutions in the extent and value of its

ARBORETUM

original research and scientific investigation. In the last ten years, the total number of books, papers and monographs embodying the results of investigation on the part of the scientific faculty, is not less than one hundred and twenty-five. In history and general literature a large number of books, magazine articles, and technical papers have been published by members of the Faculty and Alumni. Three distinct journals are published by the University: a quarterly for the scientific work of its laboratories, an annual for philology, and an annual historical monograph.

Recognizing that knowledge is power only when it is put into effective use for the service of humanity, the University has striven for and accomplished notable results in the preparation of its students for positions as teachers and professors in leading colleges of the land.

The University has sent out about one thousand teachers; and some four thousand teachers have been benefited by its summer schools. Among its Alumni are over two hundred professors and presidents in universities and colleges. The more prominent of these institutions are Dartmouth, Princeton, Yale, Vanderbilt, Georgia, Texas, Virginia, Tennessee, Indiana, Rutgers, Harvard, Pennsylvania, Michigan, Missouri, West Point, and Annapolis.

**The University and the Public Schools**

The University has ever been foremost in fostering and developing the public schools of the State. Ninety-two years ago, a son of the University started the fight for a common-school system in North Carolina, and from that day until this, Alumni of this institution have been the standard bearers in the warfare against ignorance. Murphy and Yancy believed that the principles of democracy should be applied to education as well as to government, and it was their work that made it possible for Calvin H. Wiley, another son of the University, to build up here in North Carolina prior to

DAVIE HALL

the Civil War the best system of common schools in the Southern States.

Nor have the sons of the new University been one whit less diligent than were their brother Alumni of former days in their advocacy of popular education. But for the work of Alderman, Aycock, McIver, Graham, Noble, Winston, and Joyner and the host of other University men who have stood shoulder to shoulder with them in their great fight against illiteracy, the educational renaissance in North Carolina would indeed make but a dull story. "Any institution of the world might well be proud of the work of the younger as well as the older Alumni of the University of North Carolina," writes Professor C. A. Herrick in *The Outlook* (June, 1903). "Let it be said to her credit that the University of North Carolina is working out her own educational salvation."

Since its re-opening, in 1875, the University has sent into the schools as teachers, principals, and superintendents about forty per cent. of its matriculates. Today fifty-two of the Graded-School Superintendents and Principals of the State are University men; of the County Superintendents twenty-four have been trained here; and thirty of the Public High-School Principals were educated here. Every year the University receives calls for some seventy-five to one hundred young men to engage in educational work in this and other States. It can not supply this demand, notwithstanding the fact that it maintains a department for the training of teachers and operates a Summer School for those teachers who can not attend during the regular session. Plans are now being perfected for the enlargement of the Department of Education and for the establishment of a Teachers' College.

LIBRARY

## PART II.

## FORMATION, ADMINISTRATION, AND OPERATION.

**History** The University of North Carolina was ordained of the people in the first Constitution of the State, adopted in 1776, and received the grant of a charter from the Legislature in 1789. In point of actual service it is the oldest State University in the entire Union. The State-University idea found its birth here. The corner stone of the Old East Building was laid in 1793, and the University was opened to students in 1795. Since that date the progress of the institution has been constant, with the exception of a short interval during the Reconstruction Period. The University has been maintained by the people of the State through legislative appropriations and bequests of lands, buildings, equipment, and productive funds.

**Location** The University is situated in the town of Chapel Hill, twenty-eight miles northwest of Raleigh. The site is near the geographic center of the State, and convenient of access to students from all sections. The climatic advantages are many. Chapel Hill is situated on an eminence of granite with a considerable elevation, and is free from the dampness and malarial influences of the coastwise sections. The winters are mild and the air is clear and dry. The mean temperature for the months of the college session since 1820 are: September, 71.3; October, 59.6; November, 49.9; December, 42.6; January, 39.8; February, 44.3; March, 49; April, 59.2; May, 67.8. The site of the University was happily chosen, also, because of its beauty, and the character of the environment afforded to the students. The community is quiet and free from distracting influences; the streets are wide and heavily shaded; and the hills and forests of the neighboring country afford every opportunity for sport and recreation.

INFIRMARY

Chapel Hill is situated on a branch of the Southern Railway. Two daily passenger trains connect at University Junction with trains to and from Greensboro and Raleigh, and two automobile lines ply between Chapel Hill and Durham.

**Campus and Buildings** The University campus contains forty-eight acres of land, affording ample grounds for buildings and for all kinds of athletic sports. There are contiguous to the campus more than five hundred acres of forest land partly laid off into walks and drives. The University has twenty-one buildings, five of which are dormitories. Among the others are the Law building, Memorial Hall, Chapel, Y. M. C. A. building, Gymnasium, Alumni or Administration building, a chemical laboratory, a library, a biological laboratory, and an infirmary. Nine of these, the Carr dormitory and the Smith dormitory, Alumni building, Gymnasium, Y. M. C. A. building, Chemistry Hall, Library, Infirmary, and Davie Hall have been built since 1900, at a total cost of $275,000. Complete water works and a central heating system have been put in since the same date. All dormitories, recitation rooms, etc., are heated by hot water and lighted by electricity.

**Opening of the Session** The regular session of the University opens on September 9, 1909, lectures beginning on that day. Students register on September 6, 7, 8.

The lectures of the spring term begin on January 6, 1910.

**The Faculty** The Faculty of the University is composed of scholars and scientists, authorities in their several branches, who by their attainments reflect credit upon the institution and the State. In many cases they enjoy national and even international reputation. The appended list of the Faculty shows at a glance the universality of their attainments and the many honors and distinctions won by them in various pursuits.

PRESIDENT'S WALK

FRANCIS PRESTON VENABLE, Ph. D., D. Sc., LL. D., President.

Student of the University of Virginia and of the Universities of Bonn, Goettingen, and Berlin. A. M., Ph. D., University of Goettingen. LL. D., University of Pennsylvania, University of Alabama, and South Carolina College. D. Sc., Lafayette College.

KEMP PLUMMER BATTLE, LL. D., Professor Emeritus of History.

A. B., A. M., University of North Carolina. LL. D., Davidson College. Tutor, Professor, and President, University of North Carolina.

THOMAS HUME, D. D., LL. D., Professor Emeritus of English Literature.

A. B., A. M., D. D., Richmond College. Student, University of Virginia. LL. D., Wake Forest College.

WALTER DALLAM TOY, M. A., Professor of Germanic Languages.

M. A. University of Virginia. Student at Leipzig, Berlin, La Sorbonne, and Collège de France.

EBEN ALEXANDER, Ph. D., LL. D., Professor of the Greek Language and Literature, and Dean of the University.

A. B., Yale. Ph. D., Maryville. LL. D., University of North Carolina. Instructor, University of Tennessee. Professor, Ibid. U. S. Minister to Greece, Roumania and Servia.

WILLIAM CAIN, C. E., Professor of Mathematics.

North Carolina Military and Polytechnic Academy. Civil Engineer. Professor Carolina Military Institute. Professor South Carolina Military Academy.

HENRY HORACE WILLIAMS, A. M., B. D., Professor of Philosophy.

A. B., A. M., University of North Carolina. B. D., Yale. Student and Fellow, Harvard. Professor, Trinity College.

HENRY VanPETERS WILSON, Ph. D., Professor of Zoölogy.

A. B., Ph. D., Johns Hopkins University. Bruce Fellow, Ibid. Student in Berlin, London, Paris. Assistant, United States Fish Commission.

CAMPUS SCENE

COLLIER COBB, A. M., Professor of Geology and Mineralogy.

A. B., A. M., Harvard University. Instructor, Massachusetts Institute of Technology, Harvard, Boston University. Assistant, United States Geological Survey.

CHARLES STAPLES MANGUM, A. B., M. D., Professor of Anatomy.

A. B., University of North Carolina. M. D., Jefferson Medical College. Assistant and Demonstrator, Ibid.

EDWARD VERNON HOWELL, A. B., Ph. G., Dean of the School of Pharmacy.

A. B., Wake Forest College. Ph. G., Philadelphia College of Pharmacy.

MARCUS CICERO STEPHENS NOBLE, Professor of Pedagogy.

University of North Carolina, Davidson College. Commandant, Bingham School. Superintendent of Schools, Wilmington N. C.

JAMES CAMERON MACRAE, LL. D., Dean of the School of Law.

LL. D., University of North Carolina. Attorney at Law. Judge of Superior and Supreme Courts.

ISAAC HALL MANNING, M. D., Dean of the School of Medicine.

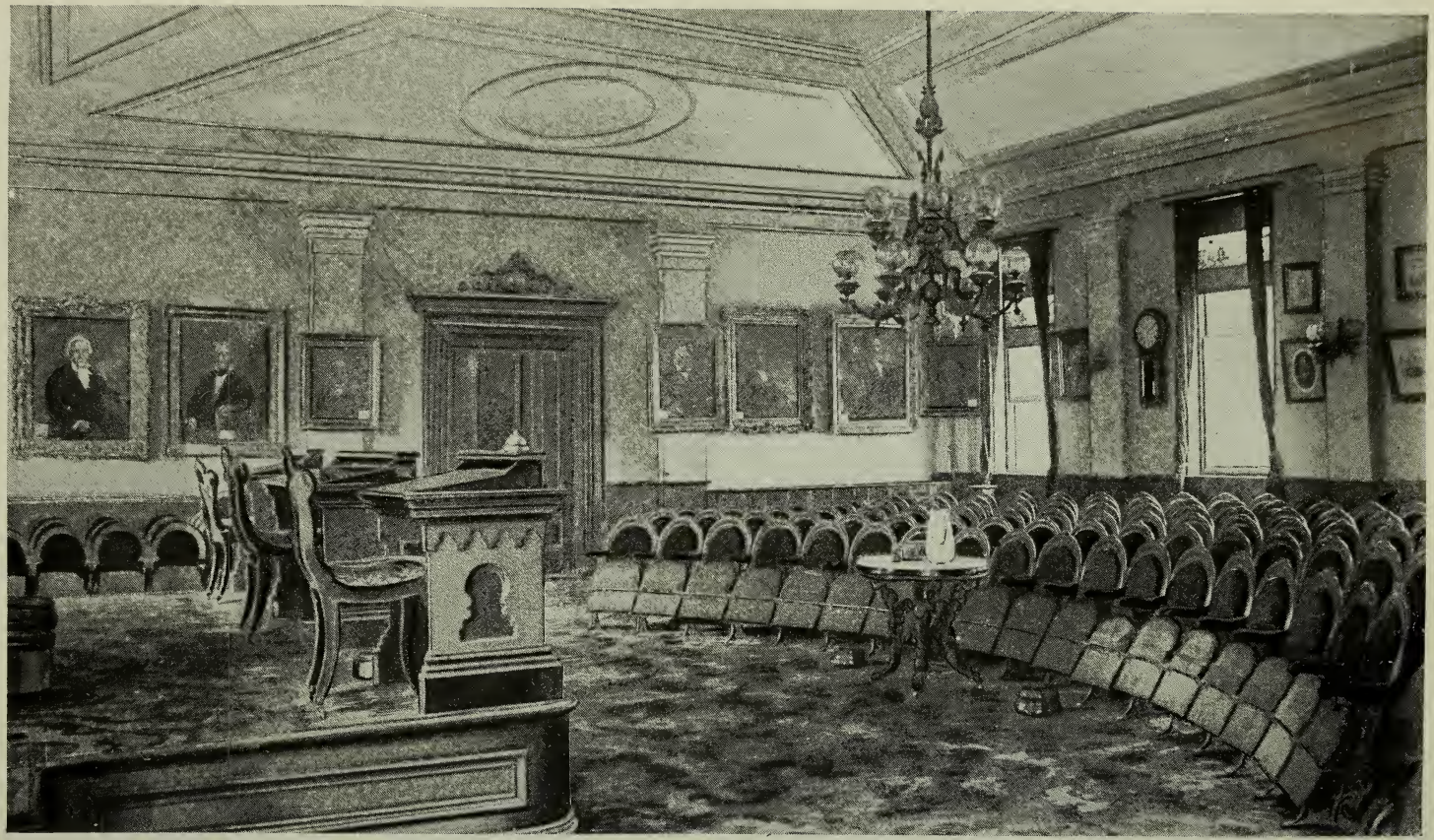
University of North Carolina. Assistant in Chemistry, Ibid. M. D., Long Island College of Medicine. Graduate Student, University of Chicago, Harvard University.

CHARLES ALPHONSO SMITH, Ph. D., LL. D., Professor of the English Language and Literature, and Dean of the Graduate School.

A. B., A. M., Davidson College. Ph. D., Johns Hopkins University. LL. D., University of Mississippi. Student in London, Paris, and Berlin. Instructor, Johns Hopkins University. Professor, Louisiana State University.

GEORGE HOWE, Ph. D., Professor of the Latin Language and Literature.

A. B., Princeton. Ph. D., University of Halle. Student at Oxford, England.



LITERARY SOCIETY HALL

JOSEPH HYDE PRATT, Ph. D., Professor of Economic Geology.

Ph. B., Ph. D., Yale University. Instructor in Mineralogy, Ibid. State Mineralogist, North Carolina. State Geologist, North Carolina.

LUCIUS POLK McGEHEE, A. B., LL. B., Professor of Law.

A. B., LL. B., University of North Carolina. Associate Editor, American and English Encyclopedia of Law.

CHARLES HOLMES HERTY, Ph. D., Professor of Chemistry, and Dean of the School of Applied Science.

Ph. B., University of Georgia. Ph. D., Johns Hopkins University. Adjunct Professor, University of Georgia. Student, Universities of Zurich and Berlin.

NATHAN WILSON WALKER, A. B., Professor of School Organization.

A. B., University of North Carolina.

WILLIAM De BERNIERE MacNIDER, M. D., Professor of Pharmacology and Bacteriology.

Assistant in Anatomy, University of North Carolina. M. D., Ibid. Graduate Student, University of Chicago (Summers 1906 and 1907).

CHARLES LEE RAPER, Ph. D., Professor of Economics and Finance.

Student in Trinity College and Columbia University. Instructor, Trinity College. Professor, Greensboro Female College. University Fellow, Columbia University. Lecturer, Barnard College, Columbia University. Ph. D., Columbia University.

JAMES DOWDEN BRUNER, Ph. D., Professor of the Romance Languages.

Student and Assistant in Latin, Georgetown (Ky.) College. A. B., Franklin College. Instructor, Ibid. Professor, University of Illinois. Assistant Professor, University of Chicago. Ph. D., Johns Hopkins University.

DAVID HOUGH DOLLEY, A. M., M. D., Professor of Histology and Pathology.

A. B., A. M., Randolph-Macon College. M. D., Johns Hopkins University. Assistant Demonstrator, Western Reserve University. Research, Ibid, 1904-06.

EDWARD KIDDER GRAHAM, A. M., Professor of English Literature.

Ph. B., University of North Carolina. Librarian, Ibid. Student, Harvard University. A. M., Columbia University.

THOMAS RUFFIN, D. C. L., Professor of Law.

University of North Carolina. LL. B., LL. M., Georgetown University. D. C. L., Columbian University. Lecturer on Medical Jurisprudence, North Carolina Medical College, 1906-07.

WILLIAM CHAMBERS COKER, Ph. D., Professor of Botany.

B. S., South Carolina College. Ph. D., Johns Hopkins University. Student, University of Bonn.

ARCHIBALD HENDERSON, Ph. D., Professor of Pure Mathematics.

A. B., A. M., Ph. D., University of North Carolina. Graduate student, University of Chicago. Graduate Fellow, Ibid. Instructor, University College, and the University of Chicago.

JAMES EDWARD LATTA, A. M., Professor of Electrical Engineering.

Ph. B., A. M., University of North Carolina. A. M., Harvard University. Graduate student, Cornell. Student Engineer, Westinghouse Electric and Machine Co.

JOSEPH GREGOIRE DE ROULHAC HAMILTON, Ph. D., Alumni Professor of History.

M. A., University of the South. Ph. D., Columbia University. Principal, Wilmington High School.

ANDREW HENRY PATTERSON, A. M., Professor of Physics.

Ph. B., B. E., University of North Carolina. A. B., A. M., Harvard University. Student, University of Berlin and Charlottenburg Technische Hochschule, Germany. Student, Cambridge, England.

ALVIN SAWYER WHEELER, Ph. D., Associate Professor of Organic Chemistry.

A. B., Beloit College. A. M., Ph. D., Harvard University. Graduate Student, University of Chicago, Cornell University. Assistant, Harvard.

THOMAS JAMES WILSON, Jr., Ph. D., Associate Professor of Latin.

A. B., A. M., Ph. D., University of North Carolina. Graduate Student, University of Chicago (Summers, 1903 and 1906). Registrar, University of North Carolina, 1908.

JAMES EDWARD MILLS, Ph. D., Associate Professor of Physical Chemistry.

A. B., Davidson College. Ph. D. University of North Carolina.

WILLIAM STANLY BERNARD, A. M., Associate Professor of Greek.

Student, Virginia Theological Seminary (Episcopal). A. B., A. M., University of North Carolina. Librarian, Ibid. Graduate Student, University of Chicago (Summer 1906).

MARVIN HENDRIX STACY, A. M., Associate Professor of Civil Engineering.

Ph. B., A. M., University of North Carolina. Graduate Student, Cornell University.

LOUIS ROUND WILSON, Ph. D., Librarian and Associate Professor of Library Administration.

A. B., A. M., Ph. D., University of North Carolina.

ROBERT BAKER LAWSON, M. D., Associate Professor of Anatomy. Physical Director.

Student, University of North Carolina. M. D., University of Maryland.

PALMER COBB, Ph. D., Associate Professor of German.

Ph. B., University of North Carolina. A. M., Ph. D., Columba University. Student, University of Jena and Kiel University.

JAMES FINCH ROYSTER, Ph. D., Associate Professor of the English Language.

A. B., Wake Forest College. Graduate Student, University of Chicago. Student, University of Berlin. Senior Fellow, University of Chicago. Ph. D., Ibid. Acting Instructor, University of Colorado. Associate, University of Chicago.

HENRY McGILBERT WAGSTAFF, Ph. D., Associate Professor of History.

Ph. B., University of North Carolina. Ph. D., Johns Hopkins University. Professor, Rutherford College (N. C.). Acting Professor, Allegheny College (Pa).

GEORGE McFARLAND McKIE, A. M., Associate Professor

A. B., A. M., University of North Carolina. Student, Harvard University.

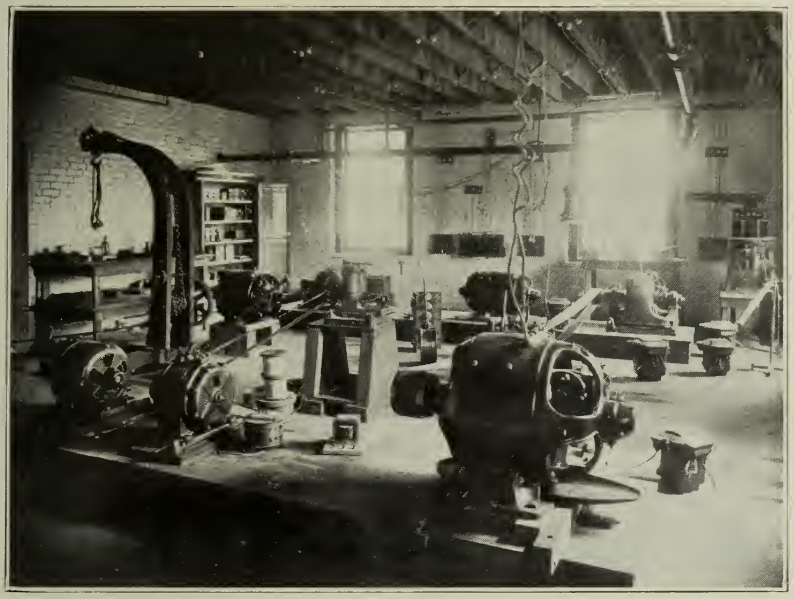
In addition to the professors and associate professors in the above list, there are twenty-eight instructors and assistants. It has been the policy of the University to secure to each student as much individual instruction as possible; and consequently the number of the teaching force has been very greatly increased in recent years, and the large classes divided into small sections so that each teacher can know his men personally and feel responsible for them.

**Discipline** All students are expected to attend faithfully to their required duties. Daily reports are made of all absences, and any student who exceeds a limited number is summoned before the Dean of the University. If he persists in absenting himself from his duties, he is required to withdraw from the University.

Vicious men, idlers, and those whose presence would prove in any way prejudicial to the University, are eliminated from the body of students. There are no petty regulations. A few general, well-recognized rules of good behavior are laid down for the guidance of all. The University endeavors to make

young men manly and self-reliant, and to develop character by educating the conscience.

Monthly reports are sent to the parents or guardians of all students in the Undergraduate Department. These give notice as to the number of absences and approximately as to the satisfactory or unsatisfactory work done.



IN PHYSICS LABORATORY

Final examinations are held in December and May, and reports on these are sent out within a week or ten days after the examinations have been completed.

**Methods of Instruction** Instruction in the classes is by lectures, text-books, and recitations. In most classes brief written examinations are held every one or two weeks. If a student is absent from twenty-five per cent. of the lectures in any one class during the month because of sickness,

or for any other cause, he is required, before beginning another month's work, to stand an examination to insure his knowledge of the subject. All teachers engaged in the instruction of Freshman and Sophomore Classes meet weekly to discuss the work of the classes and to inquire into individual students who may be deficient or neglecting their work. So far as possible, means are devised for bringing about improvement in these individual cases.

**Admission to Advanced Standing** A candidate for advanced standing may be admitted to the Sophomore, Junior, or Senior Class, with or without complete examination. He is subject not only to the examinations required of candidates for admission into the Freshman Class, but to special examinations both in all the required studies already pursued by the class which he desires to enter, and in as many elective studies as would have been required of him as a member of that class. When satisfied with the apparent fitness of the candidate, the examining committee may, in spite of his deficiencies in some studies, admit him to an advanced class; but a candidate so admitted is not recommended for the degree until the deficiencies are made good. The examining committee may accept, also, with proper restrictions, the official report of work satisfactorily completed at a college or university of good standing, in place of an examination upon such previous work.

**Degrees** The degree of Bachelor of Arts (A. B.) is bestowed upon such students as shall have completed Course 1, 2, or 3 as laid down in the catalogue. The degree of Bachelor of Science, together with a certificate in Engineering, is bestowed upon such students as shall have completed any one of the courses in Applied Science or Engineering.

In the Graduate School the degrees of Master of Arts (A. M.), Master of Science (S. M.), and Doctor of Philosophy

(Ph. D.), are conferred upon the completion of assigned courses and the writing of a thesis. Appropriate degrees are given in each of the professional departments when the requirements have been fulfilled.

**Entrance Requirements**

For the sake of clearness the entrance requirements are valued by units. Unconditioned entrance requires fifteen units. The subjects and units are as follows: English, 3 units; History, 3; Mathe-

ACADEMIC PROCESSION

matics, 3.5; Latin, 4.7; Greek, 3; Science, 5; French, 3; German, 3; Spanish, 2; Drawing, 1; Civics, 0.5.

All of these are not required, but a student can elect from the number enough to make up the fifteen units. Thus he may have completed at school some such combination as the following:

I. English 3, History 3, Mathematics 3, Latin 3, Science 2, Drawing 1, or

II. English 3, History 3, Mathematics 2.5, Latin 2.5, Science 2, Modern Languages 2, or

III. English 3, History 2, Mathematics 3, Latin 4, Greek 2, Science 1, or

IV. English 3, History 3, Mathematics 3, French 2, German 2, Science 2, etc.

This would give him unconditioned entrance into the University. As many of the high schools still teach little of science or modern languages and have dropped Greek, students can begin Greek, French, German, and elementary physics in regular classes in the University but these count only for entrance. A student is conditioned when his credits fall below fifteen units. Such conditions must not be heavier than he can make up by outside study in addition to the regular work of his first year, so that he can still graduate in four years.

## PART III.

## THE LIFE OF THE UNIVERSITY.

**Necessary Expenses**

It may be an encouragement to young men of slight means seeking an education to know the actual collegiate expenses of one whole year's stay at the University.

| | |
|---|---|
| Tuition | $ 60.00 |
| Registration Fees | 10.00 |
| Medical and Infirmary Fee | 7.00 |
| Gymnasium Fee | 4.00 |
| Library Fee | 4.00 |
| Damage Fee | 2.00 |
| Room rent, heat and light (average) | 22.00 |
| Board (Commons) | 81.00 |
| Laundry | 9.00 |
| Books and Stationery | 15.00 |
| | $214.00 |
| Total Expenses (with scholarship) | $154.00 |

Estimates from accounts of students who have been as economical as possible, show that the total expenses of many students for a year's stay at the University (including clothes, railroad fare to and from Chapel Hill, etc.) do not exceed $290.00, or, with scholarship, $230.00.

**Aid for Students**

The motto of the University is "equality, opportunity, self-help," and the authorities desire, as stated in the annual catalogue, that "no worthy boy, however poor, shall ever be turned away from the University for lack of means." Through the Committee on Self-Help, the Faculty makes every effort to assist needy young men, ambitious for an education, in securing some form of employment which will enable them to remain at the University.

In order to secure a private scholarship, which as a rule covers tuition only, it is necessary to show actual need for such help. Application for such scholarships, which are in no case available for the professional departments, must be made to the President. The State gives free tuition in the college to teachers, ministerial candidates, sons of ministers, and those who are physically infirm.

Through the Deems Fund, established by the Rev. Charles F. Deems in 1879 and greatly augmented by Mr. Wm. K. Vanderbilt in 1881, about six hundred men have been aided in securing their university education. The amount loaned for any one session is limited to $100.00 (usually $50.00 per term) and the total amount to any one student during his course to $200.00. The time of repayment is extended, within reasonable limits, but the interest must be kept up.

There is nothing more inspiring to the youthful seeker after knowledge than the consciousness that he will be given every possible opportunity the situation affords for working his way through college. In the matter of self-help is yearly illustrated in the most vivid way the aphorism that where there's a will, there's a way. Almost one-third of the students earn enough money to pay in part or in whole for their education. It has been estimated that Commons Hall, since its institution ten years ago, has enabled fifty men to take a four years' course in the University through saving in the price of board; and each year it gives employment to not less than twenty students. Students in the University occupy various positions as teachers, printers, stenographers, typewriters, bookkeepers, tellers or monitors, waiters, wood sawyers, janitors, clerks, formers of clubs, clothes pressers, newspaper correspondents, gardeners, telegraph operators, machinists, agents for clothing, books, athletic supplies, laundries, insurance companies, college, fraternity and class emblems, etc. The University can tell no more interesting or amazing story than that of the heroic struggle of its students for an education, many of whom have won the fight through exhibi-

tion of the most persistent fortitude in the face of trying pecuniary difficulties. While work of this kind is rarely in the gift of the University authorities, the possibilities for employment are exceptional; and, to give a single illustration, it has been estimated that, of those working their way through the University during the year 1907-1908, 164 men, engaged in perhaps two score different occupations, earned a total of about $16,500.

MUSICAL ORGANIZATION

**Religious Opportunities** Students in the Freshman and Sophomore Classes are required to attend the regular morning chapel exercises unless especially excused. If they fail to attend eighty per cent. of the time, then they must attend during the Junior year. If this minimum is not reached during that year, then attendance is required in the Senior year. Further failure prevents graduation.

The Young Men's Christian Association, the largest single student organization of history, presents many opportunities for active Christian work, and is animated by a spirit of unselfish service, of wholesome good will and good fellowship,

of sane, practical Christianity. For the past two years, the local Y. M. C. A. has been quartered in its new building, which contains an auditorium, general reading room, game room, reception room, two large committee rooms, the editorial rooms of the *Tar Heel* and the *University Magazine*, secretary's office, and five bed rooms, all appropriately furnished with the sole exception of the auditorium. The Y. M. C. A. offers University students attractive rooms, interesting and helpful religious meetings, an opportunity for Christian service and fellowship, frequent addresses on vital life-problems, scholarly courses on mission study and Bible study. Two religious meetings are held each week, one addressed by a member of the faculty or some other outside speaker, the other participated in only by students. Distinguished speakers at frequent intervals address the organization upon the problem of a life-calling and other practical topics. During the session of 1908-09, four courses in Bible study and five in mission study will be offered, in which three hundred students will doubtless be enrolled. Organized work among the Sunday-Schools of the country surrounding Chapel Hill, furnishing practical service and development in public leadership, will be carried on under the direction of the Y. M. C. A.

In each of the four churches of the village, Sunday morning Bible classes are held. The pastors of the four churches, Baptist, Episcopal, Methodist, and Presbyterian, in weekly rotation, hold daily morning exercises in the chapel; and in many other more personal and individual ways, are earnest, zealous and helpful in their work among the students. Once during each month of the session, a University sermon to the whole student body is preached in the University chapel by some prominent evangelical minister. Attendance upon all these religious exercises is voluntary.

**Care of Health**

On entering the University, the student is given a careful physical examination by the Physical Director of the Gymnasium, who is a graduate of medicine and Associate Professor of Anatomy in the Medical

Department. According to the findings of this examination, the student is advised as to form of exercise best adapted to develop the weak points, and is cautioned against forms of exercise which may be harmful. Moreover, he is carefully instructed in matters of personal hygiene.

In case of sickness the student is expected to report to the college physician. This is encouraged by requiring a small medical fee of $2.50 a term and an infirmary fee of $1.00 as a

GYMNASIUM INTERIOR

part of the University charges. Very few, if any, cases of disability fail of medical attention. The physician makes daily report of all sickness to the President or Dean of the University.

In case the student should be confined to the bed or should his room be so located as not to afford sanitary conveniences,

he is advised to enter the Infirmary. The admirable new Infirmary has accommodations for twenty-four patients, and will accommodate thirty or more in an emergency. A well-appointed operating room, in which an operation of any magnitude may be performed under the most favorable surgical conditions and with every facility for the care and comfort of the sick, has been provided. A trained nurse is constantly in attendance.

CLASS TEAM ATHLETIC FIELD

Where a special nurse or attendant must be provided, it is at the expense of the student. Medicine and board are not provided by the Infirmary. In cases of serious illness, parents are kept constantly informed of the patient's condition.

**Athletics** Every student who enters the University will find his athletic welfare abundantly provided for. Athletics in all of its departments is carefully developed not only to make the student body healthy and strong, but to make the periods of recreation suitable to the needs of every

one and as enjoyable as possible. No phase of wholesome sport is neglected.

A splendid gymnasium has recently been built at a cost of $25,000. This is provided with a complete modern equipment, including a swimming pool. The class athletic work and the special gymnastic work are under the direction of a skilled athlete, who is also a skilled physician.

FOOTBALL TEAM 1908

In football and baseball, the two leading college sports, the University teams take a foremost place in the South. The best trainers are obtained for the men and approved schedules of intercollegiate games are arranged for the teams. The time taken up by the trips away from the University is carefully supervised and limited by the Faculty.

The University does not, however, expend all of its energy upon the 'Varsity teams. It is the purpose of the University to

look after the athletic interests of all of the students. Consequently, to carry out this policy, coaches are employed whose sole duty it is to train the class teams. An athletic field has been graded for the exclusive use of these teams. Games are played on this field every afternoon, and each season a regular schedule of class games excites the interest of the whole University.

Tennis has long been one of the most popular of the University sports. A dozen good courts are scattered about the campus, and just now the Tennis Association is building a group of eight courts immediately behind the gymnasium. Three or more intercollegiate matches are played each year, as well as inter-class and college championships.

Track athletics is not as highly developed as the other sports; but a good cinder track within the campus and away from both of the athletic fields, gives opportunity for the free development of track athletics. One or two meets are held each year with leading Southern colleges.

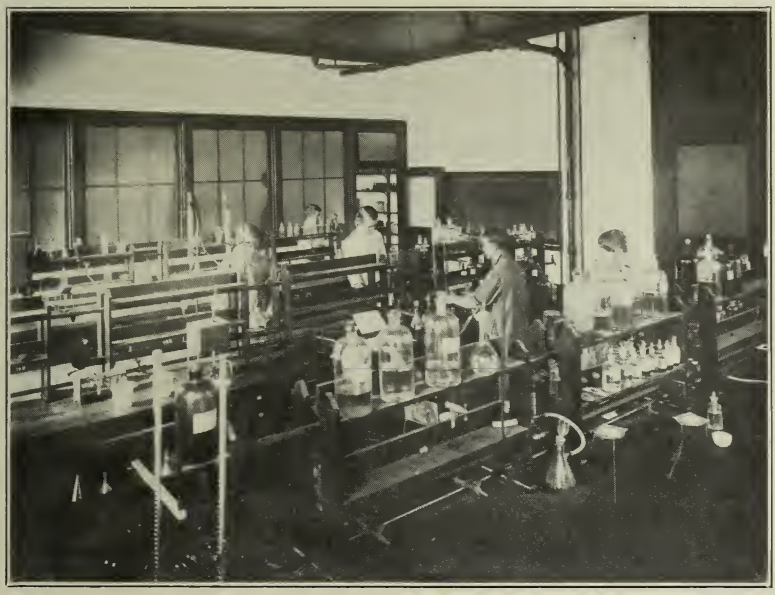
Provision is thus made in the gymnasium and out-of-doors for enjoyable participation in every form of sport, under skilful direction, of all members of the student body. Abundant opportunity and hearty encouragement are given to each student to develop his skill in athletic exercises, and to enjoy, under the best circumstances, his periods of recreation.

**Literary Societies**

The Dialectic and Philanthropic Literary Societies, organized in 1795, are practically coterminous with the life of the University itself, and this influence has done much to mould the intellectual and social life of the University. Founded upon the democratic principles of the brotherhood, the freedom, and the equality of mankind, these societies have grown steadily in power and efficiency ever since admission was made voluntary seventeen years ago. More than four hundred names are now enrolled

in the membership, and with each succeeding year the number increases.

The societies wield an influence in the development of self-control, of the power to persuade and control others, in the training of the faculties for debate, oratory, declamation, essay writing, parliamentary law and usage, that is well-nigh incalculable. These societies have left their mark upon State and Nation through the long line of illustrious men who have in



A ROOM IN CHEMISTRY HALL

large measure moulded the public policies of North Carolina and helped to influence those of the United States.

Each society owns a large, handsomely furnished hall, the walls of which are hung with oil portraits of illustrious members. Meetings are held by each society every week during the college year, admission being confined to members; and at these meetings weekly debates are held. Public debates

between the two societies are also conducted three times each year.

In addition to these the societies have a system of intercollegiate debates. The University of North Carolina may truly be said to enjoy a national reputation for the brilliancy and success of its intercollegiate debaters. During the past twelve years, they have met in debate the Universities of Johns Hopkins, Pennsylvania, Vanderbilt, Virginia, George Washington, Georgia, and Washington and Lee. Of the total of twenty-two debates, they have never lost an entire series, have won sixteen, and of the six lost, only three were lost by a unanimous decision. An intercollegiate debate is as much of an event in the life of the University as a baseball or football game. And it is significant of the esteem in which an intercollegiate debater is held that he is given a badge of distinction just as is the notable athlete.

**Special Societies**

A number of societies have been formed for the encouragement of special work, study, or research in the higher branches. The membership of these is made up of instructors, graduates, and special students among the Juniors and Seniors. Some of these societies are distinguished for long life and genuinely useful activity; and the *Journal* of the Elisha Mitchell Scientific Society exchanges with some three hundred scientific journals from all parts of the world. Among these societies may be mentioned the Elisha Mitchell Scientific Society, the Historical Society, Modern Literature Club, Economics Club, Odd Number Club, Philological Society, Shakespeare Club, and various Journal Clubs and Seminaries. These various clubs furnish exceptional opportunities for development to advanced students.

The students themselves have organizations of various kinds too numerous to mention. Such societies as the several musical organizations, including the University Band and the Glee Club, and the University Dramatic Club, give free scope for students endowed with natural talent for music and acting.

**The Library** The library may, without exaggeration, be called the head-center of the intellectual life of the University. The building was completed in 1907, and together with its special equipment for library purposes, represents the expenditure of $60,000. From the very beginning of the University, careful attention has been given to the selection of books and, as a result, the 50,000 volumes now in the library are unusually well adapted to the needs of professor and student alike. Between 2,500 and 3,500 volumes are added annually, for the purchase of which an endowment fund, library fees, and a special University appropriation are provided. Two hundred and fifty periodicals are received regularly and placed at the service of the students in the large general reading room or in the various seminary rooms and scientific laboratories in the University. The bound collection of periodicals is especially valuable and is by far the most complete to be found between Washington and New Orleans. The general reference room is supplied with the newest and best encyclopædias, dictionaries, atlases, maps, etc., all of which have been chosen with the object of enabling the student to find desired information with the greatest dispatch. The North Carolina Room contains 3,000 volumes and pamphlets which are always at the disposal not only of University students, but also of investigators throughout the State who are making a special study of North Carolina history and literature. To every one connected with the University and to visiting scholars, the library aims to make a definite contribution along both general and special lines.

To those who are preparing to teach in the public schools of the State, the library is especially helpful in offering a course in the Administration of School Libraries. Book selection, debate helps, reading lists, indexing, and similar topics with which the teacher should be familiar, are carefully discussed in lecture and illustrated in practice in the general library.

## PART IV.

## DEPARTMENTS OF THE UNIVERSITY.
## SCHOOL OF APPLIED SCIENCE.

**Engineering Courses** In the School of Applied Science, courses are given in Civil Engineering, Electrical Engineering, Chemical Engineering, Mining Engineering, Road Engineering, and Geological and Soil Survey Work.

**Entrance Requirements** The requirements for entrance are the same as for Group 3 in the College.

**Degrees** The degree of Bachelor of Science is conferred on the completion of any of the four engineering courses.

**Equipment** A new chemical laboratory has just been completed. It is admirably adapted in every way for training in chemistry and for scientific investigation. The cost of the building and equipment is between $50,000 and $60,000. In the last two years a thoroughly modern electrical equipment has been installed for the school of physics. The cost of apparatus in this department is over $15,000. A new biological laboratory has been built at a cost of $35,000. Suitable laboratories have been provided in all of the other scientific departments. Write for a special catalogue of this School.

## THE GRADUATE SCHOOL.

**Admission and Degrees** The development of the University has made it necessary to enlarge the scope of the graduate work and to put a greater emphasis upon it. The growth of the Faculty has rendered it possible to offer many additional courses, and these now form a distinct department of the University.

The Graduate School offers special advanced instruction in all subjects taught in the Undergraduate Department. Fifty-six courses in all are offered. The degrees of Master of Arts, Master of Science, and Doctor of Philosophy are conferred. Graduates of other institutions are admitted to these courses without examination, provided they can satisfy the professors, whose courses they wish to attend, that they are

ROOM IN BIOLOGICAL LABORATORY

prepared to profit by the work offered. The attainment of the University degrees by such students will depend upon their own ability and the thoroughness of their previous preparation. Special students not candidates for degrees are also received. No non-resident courses are offered.

**Expenses** There is no charge for tuition in the case of graduates of colleges. The University fees amount to twenty-five dollars.

**Admission of Women**—Graduates of higher institutions for the training of women are admitted to such advanced classes as the Faculty may direct. Also those who have been engaged in teaching are admitted to the same classes.

## PROFESSIONAL SCHOOLS.

Special catalogues have been issued for the Schools of Law, Medicine, and Pharmacy, which will be sent upon application.

For these catalogues, for the general catalogue of the University, or for detailed information, address,

The Secretary,

University of North Carolina,

Chapel Hill.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

# ANNOUNCEMENTS

THE Fall Term of the University of North Carolina will begin September 9, 1909.

Registration Days, Fall Term, September 6, 7, 8, 1909. Lectures, in all departments, begin September 9, 1909.

The Spring Term will begin January 5, 1910.

Commencement will be on Tuesday, June 1, 1909; in 1910, on Tuesday, May 31.

The Summer Law School, June 16 — August 27, 1909.

For the Catalogue or for detailed information, address

FRANCIS P. VENABLE, President

University of North Carolina

Chapel Hill

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